

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**SPA 6581 Audiological Decision Making I (1 credit)**  
Semester: Spring 2025  
Delivery Format: On-Campus

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**Course Overview**

This course is designed to introduce students to clinical decision making in the field of audiology. This course will focus on the process of analyzing hearing evaluation results, medical history, and other relevant information to determine the most appropriate course of treatment.

**Relation to Program Outcomes**

The content of this course is designed to provide students with both information and activities that apply to specific knowledge and skills set forth by the American Speech-Language-Hearing Association (ASHA) in regards to completion of academic and certification requirements in Audiology. Content will be learned from assigned readings, lectures, labs, and class discussions. Outcomes will be assessed through class discussions, labs, student reflections, and written examinations.

Governing Body	KASA Standard	Test
ASHA	Standard II-A: Foundations of Practice <ul style="list-style-type: none"> <li>• A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management</li> <li>• A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and significant others</li> <li>• A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions</li> <li>• A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication</li> <li>• A14. Assessment of diagnostic efficiency and treatment efficacy using quantitative data (e.g., number of</li> </ul>	Final Report*, In-class discussions/activities**, Assignments**

	<p>tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)</p> <ul style="list-style-type: none"> <li>• A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision-making regarding treatment options and goals</li> <li>• A17. Importance, value, and role of interprofessional communication and practice in client/patient care</li> <li>• A18. The role, scope of practice, and responsibilities of audiologists and other related professionals</li> <li>• A23. Principles and practices of effective clinical education and mentoring of students, other professionals, and support personnel</li> </ul>	
<p>ASHA</p>	<p>Standard II-C: Audiologic Evaluation</p> <ul style="list-style-type: none"> <li>• C1. Reviewing and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors</li> <li>• C3. Obtaining client/patient-reported and/or caregiver reported measures to assess function</li> <li>• C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system</li> <li>• C7. Selecting, performing, and interpreting a complete immittance test battery based on client/patient need, medical necessity, and other findings; tests to be considered include single-probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function</li> <li>• C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated</li> <li>• C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated</li> </ul>	<p>Final Report*, In-class discussions/activities**, Assignments**</p>

	<ul style="list-style-type: none"> <li>● C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used</li> <li>● C12. Selecting, performing, and interpreting otoacoustic emissions testing</li> <li>● C13. Selecting, performing, and interpreting tests for nonorganic hearing loss</li> </ul>	
CAA	<p>3.1.3.A Identification and prevention of hearing loss, tinnitus, and vestibular disorders...each student can demonstrate knowledge and skills in...</p> <ul style="list-style-type: none"> <li>● the use of protocols to minimize the impact of the loss of hearing, tinnitus, loss of vestibular system function, and development of communication disorders</li> </ul>	
CAA	<p>3.1.4.A Assessment of the structure and function of the auditory and vestibular systems as well as the impact of any changes to such systems...each student can demonstrate knowledge and skills in order to...</p> <ul style="list-style-type: none"> <li>● evaluate information from appropriate sources to facilitate assessment planning;</li> <li>● interpret results of the evaluation to establish type and severity of disorder;</li> <li>● generate recommendations and referrals resulting from the evaluation processes;</li> <li>● provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served;</li> <li>● communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s);</li> <li>● engage in interprofessional practice to facilitate optimal assessment of the individual being served;</li> <li>● assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s);</li> <li>● apply the principles of evidenced-based practice;</li> <li>● select and use outcome measures that are valid and reliable indicators of success in assessment protocols and in determining the impact of changes in structure and function of the auditory and vestibular systems;</li> <li>● determine contextual factors that may facilitate or impede an individual's participation in everyday life</li> </ul>	<p>Final Report*, In-class discussions/activities**, Assignments**</p>
CAA	<p>3.1.5.A Intervention to minimize the effects of changes in the auditory and vestibular systems on an individual's ability to participate in his or her environment...each student can demonstrate knowledge and skills in order to...</p>	<p>Final Report*, In-class discussions/activities**, Assignments**</p>

	<ul style="list-style-type: none"> <li>● develop and implement treatment plans using appropriate data;</li> <li>● counsel individuals served, families, and other appropriate individuals regarding prognosis and treatment options;</li> <li>● develop culturally sensitive and age-appropriate management strategies;</li> <li>● monitor and summarize treatment progress and outcomes;</li> <li>● assess the efficacy of interventions for auditory, tinnitus, and balance disorders</li> <li>● document treatment procedures and results;</li> <li>● communicate results, recommendations, and progress in a culturally sensitive and age-appropriate manner to appropriate individual(s);</li> <li>● select and use outcomes measures that are valid and reliable indicators of success in determining the impact of the interventions used to minimize the effects of changes in structure and function of the auditory and vestibular systems</li> </ul>	
CAA	<p>3.1.6.A General Knowledge and Skills Applicable to Professional Practice...each student can demonstrate knowledge and skills in...</p> <ul style="list-style-type: none"> <li>● ethical conduct;</li> <li>● engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services;</li> <li>● professionalism and professional behavior that is reflective of cultural and linguistic differences;</li> <li>● interaction skills and interpersonal qualities, including counseling and education;</li> <li>● ability to work effectively as a member of an interprofessional team</li> </ul>	Final Report*, In-class discussions/activities**, Assignments**

\*summative assessment, \*\*formative assessment

**Course Objectives**

1. Apply critical thinking skills to assess diagnostic and treatment options in audiology practice.
2. Interpret audiometric test results to make accurate diagnoses.
3. Recognize patterns in patient case histories to formulate differential diagnoses.
4. Recommend appropriate treatment options and/or referrals.

**Instructional Methods:** In-class discussions and activities

**Recommended Textbook:**

Handbook of Clinical Audiology (7<sup>th</sup> edition) by Jack Katz

**Important Dates:**

- 2/20/25 – Reflection #1 due
- 2/27/25 – No class (complete assignment on Canvas)
- 3/20/25 – No class (Spring Break)
- 3/27/25 – No class (complete assignment on Canvas)
- 4/17/25 – Reflection #2 due
- 4/23/25 – Final Report due

**Required student tasks/assignments:**

- Participation (15%)                      Assignments (40%)
- Final Report (25%)                      Reflections (20%)

**Course Content:** Website: e-Learning in Canvas, accessed via <http://elearning.ufl.edu/>

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://kb.helpdesk.ufl.edu/FAQs/E-Learning>
- <https://lss.at.ufl.edu/help.shtml>

Case studies and supplemental readings (outside the text) will be provided through Canvas. All materials will be available prior to the class day. The student will be responsible for reviewing all content prior to the corresponding class.

**Participation:** Participating in class discussions and class activities is required. Participation will be noted by the instructor during the class period. All students are expected to contribute to the group discussion and in-class activities. Attendance is mandatory. Absences due to unforeseen circumstances will be considered on a case-by-case basis.

**Assignments:** Students will complete various assignments throughout the course and submit them through Canvas. Assignments will be posted on Canvas the day of their corresponding class and will be due by the following class.

**Final Report:** Throughout the course of the semester, this class will work through aspects of diagnostic assessment and appropriate recommendations/interventions. There will be a case study given in which each student will develop a report with a case history, interpretation of test results, and appropriate recommendations. This assignment is to be completed independently.

**Reflections:** There will be two reflection papers assigned in the semester. The papers will ask you to reflect on your clinical experience. These papers should be no more than 1000 words but exceed 500 words, and be completed independently.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Percentage	93-100	90-93	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	<60
Points	925+	895-924	865-894	825-864	795-824	765-794	700-764	665-699	625-664	601-624	<600
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0

For detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://gradcatalog.ufl.edu/content.php?catoid=8&navoid=149>

### **Expectations Regarding Course Behavior**

Each class member has a different perspective and sharing provides a more meaningful exchange of ideas and interest. As a professional you will often be required to voice your opinion and perspective. Be respectful to the ideas of peers or the instructor if they differ from your own beliefs or experiences. You may use your laptop or tablet for class notes and class participation. Reviewing your e-mail, on-line shopping, completing other assignments or any other non-class related activity is disrespectful and distracting and you will be asked to remove yourself from class. Use of phones during class is unacceptable. If there is an impending emergency or pressing issue, please discuss with me prior to the beginning of class.

### **Use of AI Tools**

This course requires you to complete various assignments that assess your understanding and application of the course content. Use of an AI Generator such as ChatGPT, MidJourney, DALL-E, etc. to complete any part of your assignments is explicitly prohibited unless otherwise noted by the instructor. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct. It's imperative that all work submitted is your own. If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor *before* submitting your work.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

- The UF Audiology Program, as well as this instructor, work to provide a safe and respectful environment in which students can learn independently as well as cooperatively. Furthermore, ASHA and AAA Ethics require us to always interact with our patients and each other in professional manners. It is possible to have differing opinions or beliefs yet interact in a respectful manner towards your patients and/or colleagues. Therefore, it is the expectation of the instructor that you will facilitate a positive learning environment during class. Students that deliberately and specifically make the learning environment toxic, either by word, action, attitude, or behavior may be asked to leave the class, earn a grade of “zero” for that day’s activity, and/or be referred to the Dean of Students for harassment.
- Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)